**EDT907 Sharing With Colleagues**

When thinking about sharing my knowledge from this course with one of my colleagues, I decided to help my 8th grade social studies teacher, a man who is well liked by his students and who consistently gets high scores from them. This teacher is very “old school,” in that he teaches the same way that he was probably taught himself. Although he has high standards for his students, and by the end of the school year, they are truly able to “think like historians,” students often complain that his class is boring. Being a new teacher, I observed his class a few times, and witnessed what they were talking about. His primary teaching tool is the textbook, and the only technology that he occasionally uses is YouTube videos. He is not opposed to technology and new teaching methods, but will only use them if they are modeled for him so that he can see how it works and its benefits.

I know that my social studies teacher teaches inferencing and summarizing from the textbook, so I thought that showing him how he could teach these skills using images from the American Memory Collection would be beneficial. Because we are always being encouraged to use primary sources in our teaching, he agreed that this would be a good idea. I modeled two ways that he could carry out the lesson. First, I showed him the method that we used in this course, which was with the teacher providing the students with a picture, and then the students making observations about context, motives, and circumstances, and drawing conclusions based upon what they see. Then, I showed him how this activity would work with reversed roles. I pretended to be the student, and I asked him to name a theme and time period in social studies. He suggested freedom and the Revolutionary War. I then went to the American Memory Collection, found a picture from the Revolution that I believe represented freedom, and wrote a paragraph giving evidence to back up my selection.

After I was done modeling lessons for my social studies teacher using the American Memory Collection, he seemed optimistic. He agreed that this was an easy and engaging way to incorporate technology into his curriculum while still teaching the same content and skills. After we left, he also told our curriculum principal about what I had taught him, and as a result, I was asked to do a presentation at inservice on using technology in the classroom.